

## College Planning for Students With Disabilities

The Bedford High School Guidance Department will add to this web site as we collect or create information that we wish to pass on to parents and students.

### Informative web sites.

<http://www.ed.gov/about/offices/list/ocr/transitionguide.html>. This article, published by the U. S. Department of Education, is a good introduction to the process of students with disabilities transitioning to postsecondary education.

[http://www.ldonline.org/article/Selecting\\_A\\_College\\_for\\_Students\\_with\\_Learning\\_Disabilities\\_or\\_Attention\\_Deficit\\_Hyperactivity\\_Disorder](http://www.ldonline.org/article/Selecting_A_College_for_Students_with_Learning_Disabilities_or_Attention_Deficit_Hyperactivity_Disorder). This article, on a web site that claims to be the world's leading web site for learning disabilities and ADHD, is a good introductory article on college planning for students with disabilities.

### Articles.

“Navigating the College Transition Maze: A Guide for Students With Learning Disabilities,” by Joseph W. Madaus, published in *TEACHING Exceptional Children*, Vol. 37, No. 3, pp. 32-37, contains a chart on page 34 that illustrates the continuum of support services that one encounters at various postsecondary schools.

| Table 1. Continuum of Support Services  |   |   |  |
|---|---|---|--|
| Decentralized Services  | Loosely Coordinated Services                          | Centrally Coordinated Services                            | Data-Based or Comprehensive Support Programs |
| Formal contact person   | Formal contact person                                 | Full-time program coordinator                             | Full-time program director                   |
| Limited support services  | Generic support services and accommodations available | Services housed in disability office                      | Assistant director or coordinator            |
| Few established policies  | Peer tutors available                                 | Accommodations provided                                   | Full range of accommodations                 |
| Students dependent on sympathetic faculty   | Students referred to other on-campus resources        | Established policies and procedures                       | Established policies and procedures          |
|   |   | Emphasis on student self-advocacy                         | Emphasis on student self-advocacy            |
|   |   | Adaptive technology may be available                      | Adaptive technology available                |
|   |   | Specially trained disability specialists may be available | Trained disability specialists available     |
|   |   |   | Individualized support available             |
|   |   |   | Individualized support plans developed       |
| <i>Note.</i> From “Resource Guide of Support Services for Students With Learning Disabilities in Connecticut Colleges and Universities,” by J. M. McGuire and S. F. Shaw, 1989, Storrs, CT: A. J. Pappanikou Center on Special Education and Rehabilitation: A University Affiliated Program, University of Connecticut. Copyright 1996 (revised) by Joan McGuire and Stan Shaw. Adapted with permission. |   |   |  |

**An Informative Book.**

The College Sourcebook for Students with Learning and Developmental Differences by Midge Lipkin, Wintergreen Orchard House, 2009. This volume, organized alphabetically by colleges within states, details information on a college's level of service offered to special needs students. Each college is categorized as offering either: **accommodations** – the least amount of service; **services** – the standard amount of services; and **programs** – the most comprehensive level of service. This book can be a helpful starting point in sorting through what particular colleges offer as a level of service to special needs students.